

Macro and Micro Motivational Strategies Used in EFL Classrooms: A Case of Iranian EFL Teachers

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Abstract

Literature review shows that there has been a plethora of studies on English as a Foreign Language (EFL) teachers' motivation for teaching and the role which they play in motivating learners. However, it seems that types of motivational strategies employed by EFL teachers to motivate EFL learners in language institutes in Iran have not been sufficiently studied. In so doing, a qualitative research method was used and 25 EFL teachers who were selected through purposive sampling were interviewed. The interviews were transcribed and analyzed thematically. Results showed that EFL teachers use six macro strategies: L2 related values, teaching behaviors/teaching styles, appreciating learners' effort, prompting learner autonomy, Classroom atmosphere, and increasing learners' confidence. Each macro-strategy consists of several micro-strategies. Totally, 36 micro-strategies are used by EFL teachers to motivate EFL learners. It can be concluded that besides establishing and creating appropriate learning conditions, EFL teachers use both instrumental and integrative motivations to motivate EFL learners.

Key words: EFL Teachers, Motivational Strategies, EFL Classrooms, Motivation

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Introduction

Different variables contribute to the effectiveness of teaching and learning English as a Foreign Language (EFL). One of the most influential variables is teacher. Teachers play significant roles in the students' learning achievement (Suryanti Tambunan, Abdul Hamied & Sundayana, 2016). Accordingly, it is of much importance to bear in mind that teacher role is not only to teach, but also to motivate students. The review of the related studies on teacher motivation (e, g., Alshehr, 2013; Atkinson, 2000; Bernaus, Wilson, & Gardner, 2009; Dörnyei, 2005; Guilloteaux & Dörnyei, 2008) shows that one aspect of teachers' competence is to know how to keep their motivation for teaching and how to motivate students.

The review of the related studies show that there has been a plethora of studies exploring L2 motivation, investigating its complex nature and how it might affect the L2 learning process (Bernaus, etal, 2008; Gardner, 2005; Jang, Kim, & Reeve, 2012; Loima & Vibulphol, 2014, 2016; Papi & Abdollahzadeh, 2011; Ushioda, 2009; Zhang & Sapp, 2008).

Despite the significant role which teachers play in the students' success on one hand and their motivation to teach, on the other hand, EFL teachers' motivational strategies have not been explored yet. In other words, little research has been done to explore how EFL teachers motivate EFL learners in their own classes and what strategies they might apply so that they can enhance the students' motivations. It also been argued that teachers can suppress or promote students' curiosity in learning (Reeve, 2009). Teachers' teaching styles as Niemiec and Ryan (2009) and Reeve (2009) argue, can enhance students' intrinsic motivation since it gives them the sense of control over the tasks. Jang, Reeve and Deci

(2010) argued the more space and autonomy teachers give to students' individual learning, the more intrinsic motivation their students might have. In contrast, teachers' controlling styles might suppress students' motivation to some extent (Assor, Kaplan, & Roth, 2002; Garn & Jolly, 2013). The present study aims at exploring Iranian EFL teachers' motivational strategies which they employ in their EFL classes.

Literature Review

As motivation affects academic achievement greatly, a great number of researchers from different educational fields have attempted to conceptualize and analyze this term (e.g., Brophy, 2010; Dörnyei, 2001b). For example, Brophy (2010) states that motivation as a theoretical and an abstract construct refers to "the initiation, direction, intensity, persistence and quality of behavior, especially goal-directed behavior (2010, p.3). In line with the above descriptions, it could be argued that motivation is a term used in everyday life, in different areas of social sciences, in education and in applied linguistics (Butz, Peterson & Majerus, 2014; Chemolli & Gagné, 2014; Dörnyei, Csizér & Németh, 2006; Dörnyei & Ushioda, 2011). Since motivation has been studied widely different theories were proposed. For example, Gardner (2009) argues that motivation makes an individual attentive and persistent. It also pushes an individual to attempt to achieve a goal. Gardner has also stated that highly motivated individuals enjoy attempting to achieve a goal and make use of the required strategies in reaching the desired goals.

Dörnyei and Ushioda (2011) made a distinction between intrinsic and extrinsic motivation. This distinction is the basis of

self-determination theory. According to this theory people can be intrinsically or extrinsically motivated based on their different goals or reasons that make them to perform certain acts. Intrinsic motivation refers to the internal desire of the person to do something and to pursue doing it for some time as the activity itself is inherently interesting or enjoyable.

Weiner (2007) argues that it is from the perception of the individual who believes the other party has the control. Here we can see that the main limitation of this theory is based on the fact that all these factors are purely perception-based and so vary dramatically between individuals based on how they perceive such factors. Other theories, such as self-efficacy theory explore the causes and factors contributing to these beliefs in more detail. Bandura (1986, p.2) argues that “within this perspective, one’s behavior is constantly under reciprocal influence from cognitive and personal factors such as motivation and environmental influences”. The social learning theory of Bandura lays a substantial amount of emphasis on the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others.

Results of the related studies also show that motivation is important for learning second/foreign language since it directly affects the amount of the effort the students make, their general proficiency level, and how long they maintain foreign language skills after they complete their language study (Cheng & Dornyei, 1998; Trang & Baldauf, 2007).

Martin and Escabias (2007), despite the rejection by a great number of researchers of the study, show that ESL learners develop integrative motivation, while EFL learners tend to develop instrumental reasons for

learning the target language, since it seems that they do not have opportunities to communicate with the target language speakers. In contrast, the results of the studies (e.g., Lamb, 2004; Liando et al., 2005) conducted in Indonesia showed that the EFL participants’ motivation for learning a foreign was integrative rather than instrumental. That is, the main motivation for studying English in the above mentioned context was to have opportunities to communicate with EFL speakers, rather than attaining goals such as finding a job (Liando et al., 2005).

Tüysüz, Yıldırım and Demirci (2010) in their study about motivation of students in high school and universities also investigated how the students’ motivation is changing when they choose a science area for studying in the universities. It was found that compared to high school, students, university students are more motivated to science. In the same vein, Janati and Marzban (2014) explored the relationship between motivation in learning and English proficiency level in a sample of 100 Iranian EFL intermediate learners. They used Gardner’s (2005) Attitude/Motivation Test Battery (AMTB) and a shortened version of a paper-based TOEFL test to collect the data. They found that the highly motivated language learners scored slightly higher on the English proficiency test than did the lower motivated participants. They also found a positive significant relationship between the participants’ motivation and their English proficiency. It was noted that the female participants were slightly more motivated to learn English as compared to the male peers.

Arabai (2011) conducted the same study with EFL teachers in King Khalid University. The findings indicated that the top five

motivational strategies include proper teacher behavior, increasing learners' satisfaction, building self-confidence, increasing learners' expectancy of success, and presenting tasks in a motivational way. In the same vein, Alavi and Mehmandoust (2011) investigated sources of motivation of English language teachers in Iranian public and private language schools. In doing so, a Language Teacher Motivation Source (LTMS) questionnaire was developed on the basis of the related literature. The LTMS examined four sources of motivation, i. e., extrinsic (economic, social, emotional, educational), intrinsic, altruistic, and subject matter motivation.

Guilloteaux (2013) has examined teachers' views about motivational strategies. The participants of this study were selected from EFL teachers in Korean secondary schools. The findings of the study showed that teacher behavior is the highest ranking strategy in terms of importance encouraging autonomous learning was ranked as the least important motivational strategy.

Recently, Alshehri and Etherington (2017) have investigated EFL teacher and student perceptions of motivational strategies in the Saudi Arabian EFL context, aiming to explore potential mismatches. In doing so, they used a mixed methods approach to collect quantitative and qualitative data in the context of three women's universities. The results of their study showed that the teachers' role in motivating students in EFL classrooms is appreciated by both teachers and students.

Research Question

The purpose of the study was to explore the main motivational strategies which EFL teachers employ to motivate Iranian learners of English as a foreign language. More

specifically, the following research question was raised:

What motivational macro and micro-strategies do EFL teachers use in EFL classes in Iranian Language institutes?

Method

Participants

As this study was qualitative, the most appropriate sampling method was purposive. Therefore, twenty five EFL teachers who were selected from different branches of Zabankedeh Meli were recruited. The rationale for sample size was data saturation point which occurred when the 25th participant was interviewed. The criterion for selecting each participant was teaching experience at language institutes in Iran. They were all aware of the purpose of the study and all signed informed consent forms which were translated into Persian prior to the interview.

Research Procedure

The data were collected through semi-structured interviews with the participants. The exploratory interviews were conducted in the language institutes in which the teachers were teaching. Interviews were conducted face-to-face and recorded individually. They were conducted in English. The average time for each interview was approximately 35 minutes. After warm up and establishing a friendly relationship with each participant, the researcher asked some open-ended questions such as: a) what do you do when the language learners in your class do not seem to have motivation for learning English?, b) Tell me about the teaching activities/ practices you use/do when you want to motivate your students?, c) Do you think these strategies motivate your students to learn English? Why? d) What do

you think are the most important and effective motivational strategies? Why? e) what else....?

In order to analyze the data, Radnor's (2001) step by step guide to qualitative data analysis was followed. Interviews were first transcribed and multiple copies of the transcripts were printed. The themes extracted from the interviews were color coded. A third reading for content helped researchers to identify quotes that were aligned with each category within the topics. The quotes were labeled according to the category they represent. The macro-strategies were labeled using alphabet letters

and finally, the micro-strategies of each macro-strategy were listed numerically.

Results

The extracted motivational strategies were coded and classified into six macro-strategies. Each macro-strategy is described in details as follows:

Macro-strategy 1: Elaborating on values of L2

EFL teachers believed that to motivate Language Learners (LLs) to learn English as a foreign language, they elaborated on the values related to L2. This strategy consists of 8 micro-categories, which are shown in the following tables.

Table 1. The sub-categories of English language related values

Themes	Frequency/precent
1. Raising the learners' awareness about the significance of L2 in the learners' personal life	20/ 80%
2. Highlighting the importance of L2 in academic progress of the language learners	20/80%
3. Highlighting the role of L2 competence in the learners' intellectual growth	13/ 52%
4. Highlighting the role of English in sharing learners' personal experiences and thoughts with the others	14 / 56 %
5. Elaborating on the possibility of transferring knowledge of the English speaking scholars	14/ 56%
6. Highlighting the role of L2 in transferring the knowledge of the culture, history, and civilization of their country to the others	15/ 60%
7. Highlighting the role which English language can play in globalization era.	17/ 64%
8. Highlighting the importance of English language in having a chance to study overseas	20/ 80%
9. Explaining how proficiency in English language facilitates migrating to/living in another country	21/ 84 %

As it is shown in the above table, 80 % of the participants argued that they motivate Iranian LLs through raising their awareness about the significance of L2 in the learners' personal life. The following quotation exemplifies the theme:

I will tell the students that nowadays everyone needs to know English,

because the manuals of all devices such as TVs, satellite, washing machine, etc. if they don't know English they may face difficulties in life. (p 21)

The second micro-strategy is highlighting the importance of L2 in academic progress of the

language learners. About 80% of the participants believed that they highlight the significant role which proficiency in L2 might play in academic progress. The following extract exemplifies the theme.

I always tell language learners that without mastery in English they cannot have access to n books, journals, and papers written in English. Therefore, if you want to learn more about an issue, you should learn English (p.7)

The third micro-strategy is highlighting the role of L2 competence in the learners' intellectual growth. Participants believed that learning a second language contributes to their intellectual growth. Therefore, they motivate LLs through highlighting the role of bilingual competence in intellectual competence. A direct quotation from one of the participants exemplifies the code:

I will tell my students that through learning a second language you can thought, speaking ability, and reasoning competence will significantly grow (p.8).

Another extracted micro-strategy related to the L2 values is highlighting the role of English in sharing learners' personal experiences and thoughts with the others, more particularly through joining different discourse communities. One of the teachers said:

I will tell LLs in my class that through joining Facebook, Linked in, etc you can share your experiences, achievements, and ideas to the other members of different discourse communities. (p. 17)

Results also showed that Iranian teachers tend to motivate LLs through elaborating on

the possibility of transferring knowledge from English speaking scholars. They believed that through competence in English language, it is possible to transfer technology and scientific findings published in English speaking countries. Therefore, they believed that highlighting the role of English language as a medium for transferring such knowledge can be a good reason for learning English as a foreign language. One of the participants argued:

I will tell LLs that almost all research findings are published in English. Without proficiency in English, it is not possible to know about technological and academic advancement. (p. 13)

The other two micro-strategies related to the values of L2 are the role which English language can play in transferring the knowledge of the culture, history, and civilization of LLs to the non-native speakers of Persian and the role which English language can play in globalization era. The participants argued raising LLs awareness about the role which English language play in transferring knowledge about their own culture, civilization, and history and role which English language play as a lingua franca in the world influenced by globalization era motivate them to attempt learning English as a foreign language. The following two quotations exemplify this theme.

I try to motivate language learners through talking about the importance of English in transferring the culture, history, and civilization of Iran to the other people not familiar with Iran. (p.11)

I will tell the language learners in my class that in the globalization era countries are interconnected and

English language is the medium of communication in this era. Awareness about the role of English language in globalization era motivates language learners. (p.9)

The other two micro-strategies are highlighting the importance of English language in having a chance to study overseas (80 %) and explaining how proficiency in English language facilitates migrating to/living in another country (84%). Participants of the study argued that they tell the students that without mastery in English language skills and having certificate in tests of English as a foreign language (TOEFL and IELTS) it is not possible for them to study in English speaking countries. They also stated that they would remind language learners that if they plan to migrate and live in an English speaking country, certificate in English language tests is required. The

following extracts from the interviews exemplify the theme:

In the first session, I will tell the LLs that those who want to live in another country need to be proficient in all language skills I will also tell them general language proficiency is required for living in and finding a job in an English speaking country and academic language proficiency is needed for studying at universities in English speaking countries (participants 3)

Macro-strategy 2: Teacher behavior/teaching style

The second type of motivational strategies was coded as teacher behavior/teaching style. The micro-strategies of teacher behavior/teaching style are presented in the following table.

Table 2. Teacher behavior/teaching style related strategies

10. Showing enthusiasm for teaching English	20/80%
11. Reducing the learners' anxiety and stress through providing comprehensible input	19 / 76%)
12. Including materials related to the learners' L1 culture and history	17/68%
13. using interesting audio-visual materials like cartoons	17/68%
14. Selecting tasks which require the learners' involvement in classroom such as role plays	16/64%
15. Paying attention and listening to all language learners' questions and comments	15/60%
16. Sharing the reasons for interest in English with language learners	14/56%
17. Using interesting materials and tasks in classes like jokes	13/52%
18. Using technology and social networking	13/52%

About 80 percent of the participants stated, they show enthusiasm for teaching English while they are at language institutes or schools. For example, one of the participants stated:

I always try to be enthusiastic and energetic while I am teaching (p.18).

The second micro-strategy is reducing the learners' anxiety and stress through

providing comprehensible input. About 76% of the teachers believed that an important motivational strategy to motivate EFL learners is to expose the learners to comprehensible input. The following quotations exemplify the theme:

I always reduce my speech rate, use simple structures and avoid using difficult terms

while I am teaching to the beginners. I found this strategy very useful

Teachers' speech rate in the classroom should be tuned down based on the learners' level of proficiency. (p.16)

The other two equally reported micro-strategies (68% of the participants) were including materials related to the learners' L1 culture and history and using interesting audio-visual materials like cartoons in the classes. The following quotations exemplify the themes:

Since I selected materials about Persian culture and history, rarely have I noticed LLS quit my classes. (p.15)

Using audio-visual materials such as animations and cartoons even in adult classrooms is really useful for motivating language learners. (p.16)

The next extracted micro-strategies is selecting tasks which require the learners' involvement in classroom such as role play. Participants believed that involving all language learners in doing the tasks designed based on their ability proved to be useful. One of the participants stated:

I assign tasks to the students based on their ability because I am sure if difficult tasks are assigned to a language learner who cannot accomplish it, s/he will be demotivated.(p.8)

The next micro-strategy as reported by 60% of the participants is teachers paying attention and listening to all language learners' questions and comments. Teachers stated that equal looks at all language learners and listening to their suggestions, comments, and questions are important tips for increasing the LLs motivations. The following quotations exemplify the theme:

When I don't pay attention to the students' suggestions and comments they will not follow me during the class. (p.11)

The next extracted micro-strategy related to the teachers' behaviors is sharing the reasons for interest in English with language learners. About 56% of the participants believed that they tell the students the reasons for selecting teaching English as their own profession in order to motivate them to do their best to learn English. One of the participants stated:

LLs in my class always ask me for why decided to become an English language teachers and I share my reasons to them. (p.2)

The other two micro-strategies reported by the same number of teachers (52%) were using interesting materials and tasks in classes like telling jokes and using technology and social networking in EFL classes. They stated that when they make use of interesting materials like jokes and use social networking like Telegram and the other applications, LLs attend the classes regularly and attempt to join the learning teams through social networking. As an example, one of the teachers stated:

LLs enjoy doing tasks and sending materials and their experiences of language teaching through creating new groups or joining the groups. (p.14)

Micro-strategy 3: Learner autonomy

The third motivational macro-strategy was coded learn-autonomy. That is, through using learner-autonomy promoting activities teachers motivate language learners. It consists of six micro-strategies. They described and exemplified as follows.

Table 3. Motivational strategies related to learner autonomy

Strategy	N / %
19. Encouraging LLs to evaluate their progress	21/84%
20. Promoting learners' autonomy in making decision about techniques and approaches of assessment	19/76%
21. Allowing LLs to select their favorite syllabus	17/68%
22. Involving LLs in making decision about time of each classroom	17/68%
23. Allowing students to evaluate teachers' teaching effectiveness	15/60%
24. Encouraging students to set learning goals	14/56%

The most frequently micro-strategy is encouraging LLs to evaluate their progress. The participants of the study believed that encouraging LLs to evaluate their progress is useful for motivating language learners. One of the participants stated:

Some of the LLs might not like teachers' corrective feedbacks and feel shame when are not fluent enough. That is why, I allow them to evaluate their progress themselves and I found this very useful (p.5).

The next micro-strategy which was reported by 76% of the participants is teachers' promoting learner autonomy through giving them a chance to make decision about assessment techniques and approaches. One of the participants stated:

Teachers' favorite assessment techniques might lead to the language learners' stress and anxiety but when assessment type and approaches are decided by the language earners themselves the rate of test phobia will certainly decrease (p.14).

The third and fourth micro-strategies related to learner autonomy are allowing LLs to select their favorite syllabus and involving LLs in making decision about time, shape, and size of classroom. The following quotations exemplify the theme:

If teaching hours are set based on the learners' preferences they will stay motivated if not they will get

frustrated and might quit classes (p.22).

The next micro-strategy related to the learner-autonomy as reported by 60 % of the participants is involving LLs in making decision about teaching time and number of sessions in a week. Participants believed that giving a chance to the LLs to be involved in making decisions about length of each semester and daily teaching hours motivates LLs to keep on learning a foreign language. The following quotation exemplifies the theme:

When LLs voices about time and duration of teaching hours are heard, appreciated, and taken into account by teachers they are motivated, if not they may leave the classes (p.20).

Setting the goals by the language learners is the least frequently reported motivational micro-strategy as reported by 56% of the participants of the study. They believed that when learning goals are set by the LLs, the learners' real need are taken into account but when they are set by the teachers, learners' real needs might be either ignored or underrepresented. One of the participants stated:

LLs do not like the textbooks prepared by teachers or language institutes because of the mismatches between learners' preferences and the educational goals of the textbooks (p.19).

Macro-strategy 4: Classroom atmosphere
 The fourth motivational macro-strategy was coded as classroom atmosphere. Participants of the study stated that classroom atmosphere plays significant role in motivating LLs. The micro-strategies related to classroom atmosphere (as shown in Table

4) are teachers' sense of humor, encouraging friendly interactions among language learners, cooperative learning, friendly interactions between teachers and language learners, and supportive climate of the classroom.

Table 4. Micro- strategies related to classroom atmosphere

Strategies	N /%
25. Allowing / bringing sense of humor to class	22/88%
26. Allowing friendly interaction among language learners	20/80%
27. friendly relationship with all language learners	20/ 80%
28. Creating supportive climate that allow LLs to produce language	18/ 72%
29. Creating a pleasant atmosphere in the classroom	18/72%

The most frequently reported motivational micro-strategy related to classroom atmosphere is allowing/bringing sense of humor to classes while teaching. About 88% of the participants stated that allowing and bringing sense of humor while teaching motivate LLs and avoid stress, anxiety, and impatience. One of the teachers stated:

I found sense of humor very positive and in classes in which I have high rate of sense of humor LLs attend all classes regularly If they are allowed to have sense of humor they always happy and do not get depressed (p.1).

Allowing LLs to have friendly interactions and joining learning groups on social media and having friendly interactions and contacts with the LLs in and out of the language classrooms are the other two motivational micro-strategies related to classroom atmosphere. About 80% of the participants stated that the LLs who have friendly interactions with their teachers and their classmates enjoy being at classes and have great level of motivation than those language learners who do not have contacts with each other in and out of the classrooms. The

following quotations from two of the participants exemplify the theme:

I encourage language learners to know each other and join groups on social media and share information with each other in and out of the classes (p.9).

The last two motivational micro-strategies related to classroom atmosphere as stated by about 72% of the participants are creating supportive climate that allow LLs to do their best practice language skills as much as possible without feeling anxious for the mistakes/errors and creating pleasant classroom atmosphere for LLs. Two of the participants stated:

I always encourage LLs in my class not be afraid of making mistakes. I tell them that making mistake is natural for learners of English as a foreign language; I also provide them with corrective feedbacks (p.13).

Macro-strategy 5: Increasing Learners' Confidence

Results also showed that teachers use motivational strategies to increase EFL learners' confidence. This macro-strategy

consists of three micro-strategies, which are presented in the following table.

Table 5. Micro-strategies related to learners' confidence

Themes	N /%
30. Indicating to LLs that their efforts to learn are appreciated	16, 64%
31. Indicating to LLs that learning a foreign language is not difficult	14/ 52%
32. Explaining to LLs that making mistakes is a part of learning process	15/60%

Macro-strategy 6: Appreciating learners' efforts

The participants of the study argued that in order to motivate language learners they reward the progress and achievement of the LLs. The content analysis of the interviews showed that they often appreciate the language learners in their classes through

showing that they care about their progress, rewarding them for participating in classroom, using successful LLs as models for successful language learners and encouraging cooperative learning among language learners. The frequencies of each sub-theme are presented in the following table.

Table 6. Strategies for appreciating learners' confidence

Themes	N/%
33. Show LLs that she cares about their progress	15/60%
34. Offer rewards to LLs for participating in classroom	16/ 64%
35. Use successful LLs as models in the other classes	13/52%
36. Encourage cooperative learning	14/64%

About 60% of the participants argued that the language learners' progress in language learning is very important for them. They also argued that through showing to the language learners that they would really like the language learners to make progress in learning English, they are engaged in doing tasks and assignments and learn English language very well. One of the teachers argued:

I always tell language learners that I feel happy when I see language learners are making progress and feel unhappy when they do not do the assigned tasks (p.9).

About 64% of the participants argued that they will reward the language learners if they do the assigned activities well and make progress. The participants argued that they

make use of different types of rewards depending on language learners' age and level of proficiency. The following extract exemplifies this theme:

The rewards I give depend on the language learners' age. As an example, I buy book, pen, for young language learners, I will also ask the managers of the language institutes to discount the fee (p.23).

About 52% of the participants stated that in order to motivate language learners that learning English is not difficult; I will invite successful language learners from the other classes to give lecture in my classes so that the language learners in my classes become motivated and do their best to learn English language. One of the participants argued:

Sometimes I ask the language learners from the other language classes to attend my classes to act as models of successful language learners (p.20).

About 64% of the participants argued that they found encouraging and supporting cooperative learning in EFL classes as an effective motivational strategy, particularly the most successful language learners have the chance to be appointed as the coordinators of the learning group. The following quotation exemplifies this theme.

I divide language learners into different groups consisting of high and low proficient language learners. Through interacting with high proficient language learners, low proficient ones will become motivated to learn more (p.12).

Discussion

Results showed that EFL teachers in Iran use six macro-strategies. The first macro-strategy is elaborating on values of L2 in EFL learners' academic and personal life. Therefore, it could be strongly argued that familiarizing learners with L2-related values is appropriate and suitable in educational settings in which integrative motivation to language learning is felt by EFL learners. However, the findings of the previous research in different contexts (e.g., Benjamin & Chen, 2003; Fahmy & Bilton, 1999) have shown that EFL teachers most frequently use instrumental motivation in EFL classrooms. In contrast, the detailed analysis of the micro-strategies related to the values of L2 shows that EFL teachers in Iran use both instrumental and integrative motivation strategies in EFL classrooms.

The second type of motivational strategies was coded as teacher behavior/teaching style related strategies such as showing enthusiasm for teaching English, reducing

the learners' anxiety and stress through providing comprehensible input, selecting tasks which require the learners' involvement in classroom such as role plays, and Sharing the reasons for interest in English with language learners. The same finding was also reported by several related studies (i.e., Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998), which confirm the significance of teachers as role models across cultures and verifying the important roles of EFL teachers in language learning classrooms. The present study, in line with den Brok et al. (2005) and Dörnyei and Malderez (1997) in fact, has verified the important role of the teachers' behavior and teaching styles and activities in motivating students.

The third macro-strategy is learner autonomy, which consists of different micro-strategies. Learner autonomy is a goal which is becoming increasingly recognized in the EFL classrooms. The literature review shows that learner autonomy is used more and more frequently in educational discussions (Gremmo & Riley, 1995: 151; Kumaravadivelu, 2003). Learner is defined as the students' ability to take charge of their own learning (Holec, 1981; Kumaravadivelu, 2003). The findings of the studies undertaken in Oman and Taiwan, showed that this macro-strategy was rated lowest strategy, which indicates that more teacher-centered approaches and teaching methods are used in both contexts. Therefore, unlike Benson (2000), who believes that learner autonomy is valued and well-recognized educational objective but it is not practiced in actual classes, the findings of the present study showed that learner autonomy is very welcomed by EFL teachers in Iran.

The next macro-strategy was classroom atmosphere. Participants of the study stated that classroom atmosphere plays significant

role in motivating LLs. Therefore, it can be strongly argued that a relaxed and pleasant atmosphere lowers language learners' affective filter (Krashen, 1998), which reduces anxiety and stress and anxiety, which promotes and increases risk-taking. Nunan (1989) and Abrar-ul-Hassan (2009) suggest that well designed tasks will increase the language learners' risk-taking.

Conclusions

In general, six macro-strategies are used by EFL teachers in Iran. The six macro-strategies consist of 36 micro-strategies. It can also be concluded that EFL teachers in Iran use both integrative and instrumental micro-strategies to motivate EFL learners. More particularly, the following conclusions are made:

A. Teachers' behaviors and teaching styles and tasks which they use in the classroom can lead to the language learners' internal motivation.

B. Increasing EFL learners' self-confidence through using interesting and negotiated syllabus can positively contribute to the EFL learners' motivation for learning a foreign language.

C. Promoting EFL learners' autonomy such as involving the students' in determining the content of the course, making decision about classroom time, evaluation, and length of each classroom is good macro-strategy for changing the and fostering the EFL learner' motivation.

D. Classroom atmosphere plays significant role in motivating LLs. That is, teachers' sense of humor, encouraging friendly interactions among language learners, cooperative learning, friendly interactions between teachers and language learners, and supportive climate of the classroom can be employed as strategies to motivate EFL learners. Moreover, appreciating the language learners' progress and achievement in their classes functions an effective motivational strategy

The findings can be applied by language institutes based on which they can recruit language teachers who believe in motivation as a general term and know how to motivate EFL learners. Teacher trainers can also raise the student teachers' awareness of the rewards which they might receive through teaching ELT.

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استراتژی‌های انگیزشی کلان و خرد مورد استفاده مدرسان زبان انگلیسی: مطالعه موردی مدرسان ایران

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چکیده

بررسی پیشینه پژوهش نشان می‌دهد که مطالعات بسیاری درباره انگیزه معلمان انگلیسی به‌عنوان یک زبان خارجی (EFL) برای تدریس و نقش آن در انگیزش صورت گرفته است. با این وجود به نظر می‌رسد که انواع استراتژی‌های انگیزشی که توسط معلمان EFL برای ایجاد انگیزه زبان آموزان در موسسات زبان در ایران مورد بررسی قرار نگرفته‌اند. در این راستا، یک روش کیفی کیفی و ۲۵ معلم EFL که از طریق نمونه‌گیری هدفمند انتخاب شده‌اند استفاده شد. مصاحبه‌ها رونویسی و تجزیه و تحلیل شد. نتایج نشان داد که معلمان EFL از شش راهبرد ماکرو استفاده می‌کنند: ارزش‌های مربوط به L2، سبک‌های آموزش رفتار / سبک آموزش، ارزیابی تلاش‌های یادگیرندگان، ایجاد استقلال یادگیرنده، فضای کلاس درس و افزایش اعتماد به نفس فراگیران. هر استراتژی کلان شامل چندین خرده استراتژی است. در مجموع، ۳۶ خرده استراتژی توسط معلمان EFL برای ایجاد انگیزه برای یادگیرندگان EFL استفاده می‌شود. می‌توان نتیجه گرفت که علاوه بر ایجاد شرایط یادگیری مناسب، معلمان EFL از انگیزه‌های انگیزشی برای افزایش انگیزه فراگیران زبان استفاده می‌کنند.

واژه‌های کلیدی: مدرسان زبان انگلیسی، راهبردهای انگیزشی، کلاس‌های زبان انگلیسی، انگیزه

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